

WENTWORTH CHURCH OF ENGLAND JUNIOR AND INFANT SCHOOL



RELIGIOUS EDUCATION SCHOOL POLICY

The Church School

As a church school we have an educative role but especially in:-

- the teaching about God
- spiritual growth
- Christian faith and life
- Challenging some values with society

It is the degree and quality of care and concern by each member for the other that is a significant characteristic of our school. We are all God's children and as such endeavor to show Christian love one to another.

The Governors of the school endeavor to appoint good teachers who are committed Christians. Our aim is to lead by example.

The Governing body has control over pupil admission. It is always explained to parents/prospective parents what it means to attend a church school. A truly Christian education and upbringing requires a partnership between parents and us who would not withdraw their child from these key areas in our school.

Our link between church and school is a two-way relationship, each supporting and caring for the other. The church believes that worships should lie at the heart of the life in the Church school.

Moral teachings form a part of our brief. Children are encouraged to explore life and to question, to reflect on their experiences and those of others, and to respond imaginatively.

Our school offers a secure base from which to explore the meaning of the gospel: an opportunity to establish links with the wider Christian community.

Aims of Religious Education

The RE offered will be determined by the governors and will form an integral part of the total education of our children.

RE provokes challenging questions about the ultimate meaning and purpose of life, beliefs in God, the self and the nature of reality, issues of right and wrong and what it means to be human.

It develops pupils' knowledge and understanding of Christianity, other principal religious traditions and other world views that offer answers to questions such as these.

It offers opportunities for personal reflection and spiritual development. It enhances pupils' awareness and understanding of religions and beliefs, teachings, practices and forms of expression, as well as of the influence of religion on individuals, families, communities and cultures.

RE encourages pupils to learn from different religions, beliefs, values and traditions while exploring their own beliefs and questions of meaning.

It challenges pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.

RE encourages pupils to develop their sense of identity and belonging. It enables them to flourish individually within their communities and as citizens in a pluralistic society and global community.

RE has an important role in preparing pupils for adult life, employment and lifelong learning.

It enables pupils to develop respect for and sensitivity to others, in particular those whose faith and beliefs are different from their own.

It promotes discernment and enables pupils to combat prejudice.

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Objectives

- To enable a knowledge and understanding of the key ideas and beliefs of Christianity – and other Faiths.
- To introduce the literature and key people of religion.
- To understand how religions use language to express the spiritual dimension of man's experience.
- The exploration and discovery of religion as found in the local community.
- To encourage a reflective attitude to life and an awareness of, and response to, mystery, awe and wonder.
- To foster an awareness of the difference a belief makes to everyday living.
- School is a good place to learn about religion since it promotes an open enquiring atmosphere that can promote sympathetic interest rather than commitment to a particular belief. Schools stand in a mediating position between home and society at large.

Method

Teaching and Learning Strategies

A variety of teaching and learning styles will be employed on sound educational principles.

- (a) Whole class teaching
- (b) Group work
- (c) Individual work
- (d) Discussion
- (e) Drama
- (f) Writing
- (g) Reflection

Children need to feel secure and confident and that their contributions are welcomed and valued.

General Principles

- (a) RE makes a valuable contribution to the spiritual, social and moral development of children.
- (b) Children need to develop their own beliefs and values and their patterns of behaviour will reflect these.
- (c) The teacher in RE, as in all other curriculum areas, has the role of educator, although the beliefs and practices of the Church of England are central. Withdrawal from RE is an option available to parents but the Christian ethos is clearly stated in the prospectus.
- (d) The teaching of RE will be appropriate to the ages and individual abilities of the children and account of previous experiences and any SEN will be taken.
- (e) We also recognise that a wider, multi faith approach to RE can make an important difference to the understanding the children have of our pluralistic society.

Prayer

We will endeavor to enable the children to develop a real and worthwhile relationship with God.

Prayer is essential in the development of a relationship with God.

Personal and spontaneous prayer will be facilitated and encouraged. Class books of prayers will be compiled.

Opportunities for silent prayer will be offered to enable the children to listen to God's message.

Prayers should be a reflection of our lives with its sorrows, hopes and fears, peace and anger, loneliness and belonging.

The children will be given the opportunity to refer to 'traditional' prayers, alongside their own thoughts.

Content

Our scheme of work will be followed by each year group. This is taken from the Rotherham Agreed syllabus for Re 2011.

Learning about and learning from RE plays an integral part of the syllabus -

Learning about religion includes enquiry into, and investigation of, the nature of religion. It focuses on beliefs, teachings and sources, practices and ways of life and forms of expression. It includes the skills of interpretation, analysis and explanation. Pupils learn to communicate their knowledge and understanding using specialist vocabulary. It includes identifying and developing an understanding of ultimate questions and ethical issues.

Learning from religion is concerned with developing pupils' reflection on, and response to, their own experiences and learning about religion. It develops pupils' skills of application, interpretation and evaluation of what they learn about religion, particularly questions of identity and belonging, meaning, purpose, truth, values and commitments, and communicating their responses.

Christianity will form the core of RE for all key stages:-

- (a) To support the Christian ethos of the school
- (b) As the major living faith in this country, and in its diversity, throughout the world.
- (c) To reflect the religious traditions of Britain which are, in the main, Christian.
- (d) To observe the influence of Christianity upon the culture, art, architecture, politics and legal systems of our country and the wider world.
- (e) To strengthen links between the school and our parish church.

Christianity, Judaism and Islam will be studied in Key Stage 1

Christianity, Islam and Hinduism will be studied in Key Stage 2

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Role of the RE Coordinator

With the aims of the policy in mind:-

1. To take an overall view of RE through the school and to direct and support staff with the resources necessary for their tasks.
2. To encourage curriculum development in RE and to see that staff are informed about courses, books, equipment etc that may be useful to them.
3. To be responsible for disseminating information gained from courses etc to the rest of the staff.

Resources

Full use will be made of the budget allocation for RE. Sets of appropriate artefacts will be collected and stored centrally. Each year we will endeavour to collect artefacts for different aspects of Christianity and for other faiths.

Policy Agreed by: Governing Body

Effective Date 2014

This policy was reviewed 2017. Next review 2019.